

National Congress Bulletin

SEPTEMBER 1953 PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 21, NO. 1

MEMBERSHIP PROCLAMATION

To Our Citizens Everywhere:

FOR us the tenth month of the year is a month of welcome, a month when we greet newcomers into our parent-teacher associations throughout the land.

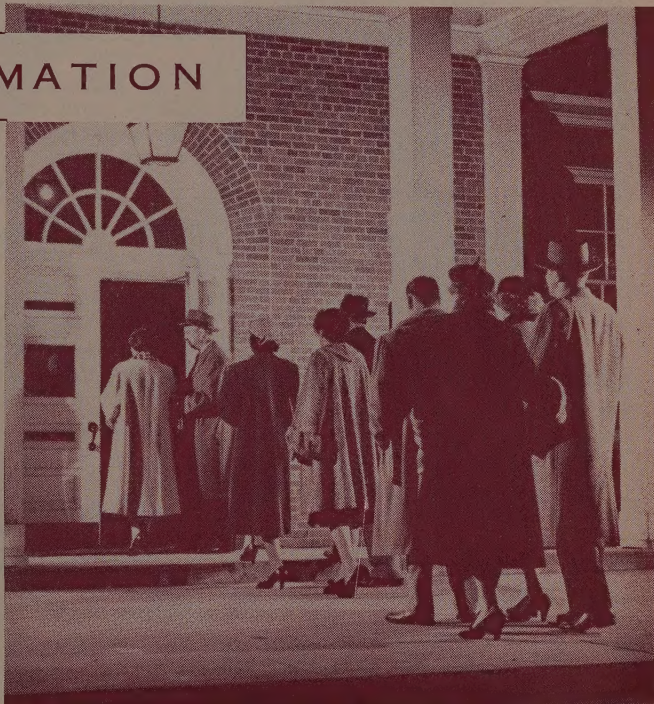
Of course, our doors are always open to those who cherish children and hold out a friendly hand to youth. Our work is far from seasonal. But each year so many new friends join us in October that we have set it aside as a month of the open door, of special welcome.

Welcome is one of man's friendly words. It is a word of the outstretched hand and of the cordial smile, a word that ushers in the newcomer and takes him to the hearthside. Last year our associations extended their welcome to more than seven hundred thousand new members. These men and women became part of one of the largest volunteer organizations in the land, an organization of almost eight million members—mothers and fathers and teachers and other interested friends.

Why is it that so many are coming into our associations? It is undeniable that some great force is drawing and holding us together. What is it? Each one of us could give an answer in two words. Those words are "I care."

Yes, all of us care. We are asking questions, and we are actively seeking answers. And in our asking and our seeking we are discovering other askers and seekers. In their fellowship we are finding support and inspiration. We can mention here only a few of the insistent questions that press for answers and for action:

- Are we doing our utmost to safeguard the health of children and thus assure America a strong and stalwart citizenry?
- Do all our boys and girls have an equal chance for education suited to the development of their full capacities?
- What happens to boys and girls who come in conflict with the law? Are any of them still being confined with adult lawbreakers?
- Do our teen-agers have centers where they can meet for wholesome recreation?
- And what of the bright, peaceful world we want to leave as a legacy to our children? Are we doing everything we can to banish ignorance, disease, and war from the globe?



© Dallas Jones

These are some of the questions that challenge us and bring us together.

And who are the children for whom we are concerned? All the boys and girls in our neighborhood. All the boys and girls in our town—and in every town. To secure and preserve the good life for all children everywhere, we need the efforts of all men and women, parents and teachers, who care enough to seek avenues of service to children and youth.

THEREFORE, I, Lucille P. Leonard, president of the National Congress of Parents and Teachers, do hereby designate the month of October 1953 as Membership Enrollment Month. To the new members who have joined our ranks I say "Welcome! We are happy that you are acting to make your town and our world worthier of children. Your coming brings to all of us new spirit and new strength."

And to those of you who are hovering at the threshold, wondering whether or not to come in, I say, "Our doors are open. Inside them millions of us are working to bring promises to pass. Won't you join us?"

Lucille P. Leonard





Field Staff: Ellen Dell Bieler • Dema Kennedy

Through Our Fieldglass is prepared from material gathered by members of the field staff "on location."

Transmitting the P.T.A. Message

P.T.A.'s in one of our central states have found ways to broaden the scope of their unit bulletins without losing their local flavor. They combine news of the association's activities with reports on the state legislation program, national policies, and parent-teacher gains throughout the state. Designed to appeal to a cross section of the community, these bulletins may include a discussion of safety measures or problems in child guidance along with the announcement of next month's meeting. The field worker reports that through these improved channels the Action Program is being developed and home-school relationships strengthened.

* * *

Radio is another channel used for maximum effect by P.T.A.'s in this Midwestern state. Each unit within a council has the opportunity to present one broadcast during the year. This may center around the needs of their school or direct its attention to educational functions of the community. Teachers in a school attended only by cardiac patients, for example, participated in a radio interview and explained how their curriculum differed from that planned for normal children. This broadcast resulted in greater willingness on the part of citizens to cooperate with the school as it expanded its own program.

* * *

Before a school building project began in the community, two radio programs were devoted to a referendum facing the electorate. The president of the school board explained the need for new school buildings, based on the anticipated enrollment from each area.

Earlier eight hundred parents had made a survey of families with pre-school children to reach this estimate. He then submitted plans for financing the proposed building project. When the bond issue was presented, it passed successfully. The consensus was that passage would have been impossible without the remarkable cooperation of the school board, school personnel, and other citizens through the medium of the P.T.A.

An unusual gesture on the part of the school board indicates the confidence it has in the P.T.A. and other community groups working for child welfare. When the bids for the new school were considered, representatives from these community groups (including all the local P.T.A.'s) were invited to be present. The bids were opened, discussed, and voted upon in the presence of these representatives, so that each had an opportunity to understand the procedures the board expected to follow. This mutual respect of the school and the community continues to reinforce parent-teacher relations.

* * *

• Educational films have attracted the attention of a parent education committee within one Midwestern council. They are now engaged in compiling an educational film bibliography for the use of locals. The motion pictures are shown at a library in one of the local high schools and evaluated with the high school director of visual education.

A Second Look at the Problem Child

"Problem child" is a term often used loosely, but it came in for close scrutiny at a recent conference attended by our field worker. A school superintendent submitted a case study of a characteristic problem child encountered in many schools; then two teachers and two parents analyzed his report, delving into the reasons for the child's behavior and suggesting ways of handling him in the classroom and in the community. P.T.A. members present felt they reached a deeper understanding of the parent-child-teacher relationship and for the first time recognized the impact the community might have on all three.

Recently this superintendent, who is described as "one-hundred-per-cent P.T.A.-minded," spoke before several college classes in teacher education, reminding the students that they might eventually teach in communities without parent-teacher associations. His advice was, "Get busy immediately and acquaint parents with the fine work being accomplished by the National Congress, and urge them to become active participants." He then described some of the benefits teachers enjoyed because our organization had supported the legislation necessary to secure them. To this official must go a large share of the credit for the outstanding parent-teacher activity in all the units of this northwestern city.



• Field worker Dema Kennedy uses a visual aid in discussing leadership with officers of the Missouri Congress during a two-day institute held in Canton, Missouri. Looking on are Mrs. C. W. Detjen, state president (seated), Mrs. Glenn Woodruff, president of the Northwest Missouri district, and Mrs. Walter Day, president of the Canton P.T.A.

Seasoned with Friendship

A high school unit in the northwest has added new zest to the old pot luck supper, seeing in it a fine opportunity to improve parent-teacher relations. The suppers, given by the eighth through the twelfth grades, are attended by parents, teachers, and friends of students. Average attendance consists of 275 to 350 persons.

The P.T.A. originated the idea and each spring selects two members to be "pot luck coordinators." After school starts in the fall and the room lists are complete, these coordinators choose a grade chairman for each dinner, who is assisted by a co-chairman.

Each family on the list is reached by phone, mail, or personal visit and asked to bring a hot dish, a salad, or a dessert to serve twelve. If parents cannot come, they are urged to let their child attend with another family.

A father is chosen to act as master of ceremonies at the dinner. Students and teacher advisers are in charge of the program and decorations and act as hosts at the dinner. The easy informality of the program has led to closer cooperation between the home and the school throughout the year.

Report Card for Voters

Voters in one of the northwestern states have their own "report card," a popular digest of the state's elementary and secondary school recommendations. It was compiled from questionnaires answered by 783 P.T.A. members and reflects the need for educational reorganization within the state. Statistics from the report are being used to gain support for an education bill which would correct the weaknesses in the present school structure.



© Farmville Herald

● P.T.A. representatives pause for lunch in the midst of a workshop and district meeting in Farmville, Virginia. Mrs. Ellen Dell Bieler, field worker, assisted in the workshop. Seated left to right are Mrs. H. D. Haun, state chairman of reading and library service, Mrs. John F. Koonce, district chairman, Mrs. Bieler, and Mrs. H. D. Moring, district secretary.

Preview for Preschool Parents

Rural schools continue to be proving grounds for imaginative ways of teaching, summoning all the teacher's ingenuity and resourcefulness. In a northwestern state a first-grade teacher in a six-room rural school is introducing parents of preschool children to new methods and allaying some of their fears about the school years ahead. As preschool chairman in the county council she felt it best to develop a workable plan in her own association before presenting any project to the locals.

She encouraged all preschool parents to meet in her classroom twice a month, during which time they considered subjects of concern to most families—such as fears of childhood and their origin, the value of music therapy, and the importance of creative activities in releasing the child's feelings. In discussing music in the home, she demonstrated different kinds of rhythm and their influence on children's behavior. At the next meeting, she told them how finger painting helps the child to express emotion. Most parents felt they couldn't get down on the floor and finger paint, so the teacher showed them how and convinced them.

She has also been successful in persuading parents of children in the first three grades to share their experience with parents of younger children at these preschool meetings, where attendance is high and interest at a peak.

Guide for Family Living

"A happy companionship and knowledge of how to create a good home do not come with the marriage license, nor does the knowledge of how to rear a well-adjusted child come with the birth certificate." So says a pamphlet recently prepared by the Texas Congress, the University of Texas, and the Texas Education Agency. Called *Education for Family Living*, it's the outgrowth of a work conference on family life held in the state last year.

An overview of the National Congress parent education program introduces the articles, which were all written by specialists and make good use of illustrations. The pamphlet considers the family in three stages—beginning, expanding, and aging. It tells how to form and sustain study groups, which were the subject of a successful skit at last year's conference. Since the conference was chiefly attended by council and district officers, the pamphlet offers them typical plans for follow-up and evaluates the 1952 meetings.

Instrumental in planning the conference and the pamphlet that resulted was Mrs. H. G. Stinnett, Jr., president of the Texas Congress. Director of the conference was Mrs. F. C. McConnell, state chairman of education for family living. *Education for Family Living* is concrete evidence of the parent education gains.

NATIONAL CONGRESS BULLETIN

Volume 21 SEPTEMBER 1953 Number 1

Published monthly from September through May, bi-monthly June and July, at 600 South Michigan Boulevard, Chicago 5, Illinois, by the National Congress of Parents and Teachers. Subscription price: 30 cents a year. Entered as second-class matter September 27, 1946, at the post office at Chicago, Illinois, under the Act of March 3, 1879. Additional entry at Aurora, Illinois, December 21, 1939.

EDITORIAL STAFF OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

Publications and National Parent-Teacher

Editor-in-Chief: Mrs. Eva H. Grant
Managing editor: Mary A. Ferre
Senior assistant editor: Mary Elinore Smith
Assistant editors: Josephine Cestantino, Mrs. Vera Diekhoff, Margaret Reynolds.

Administration Projects

Assistant editor: Mrs. Cora G. Barron.

NEEDED IN THE P.T.A. — *Every* Parent,

NATIONAL CONGRESS OF PARENTS AND TEACHERS

600 SOUTH MICHIGAN BOULEVARD, CHICAGO 5, ILLINOIS

State Office: 76 Dorrance Street, Providence 3, Rhode Island

ALL-INCLUSIVE MEMBERSHIP CARD

NATIONAL, STATE AND LOCAL, 1953-1954

This certifies that



(NAME)

(TOWN)

IS A MEMBER OF THE

A UNIT OF THE STATE AND NATIONAL CONGRESS OF PARENTS AND TEACHERS AND THAT ALL ANNUAL DUES HAVE BEEN PAID.

MRS. NEWTON P. LEONARD
National President

MRS. JAMES J. WALKER
State President

President of the Local Association

(OVER)

Membership OBJECTIVES FOR 1953-1954

MEMBERSHIP is the foundation from which rise all the programs, activities, and projects of the P.T.A. Therefore, our major objectives for 1953-54 are to:

1. Re-enroll our 7,953,806 members.
2. Invite into membership every parent, teacher, and other interested citizen.
3. Bring all non-Congress units into membership with the state and national congresses.
4. Organize a P.T.A. in every school that has none.

● By the above objectives we chart our course in membership work for the year ahead. We shall invite people everywhere to join, all those who belonged last year and many thousands more. We are not seeking numbers but rather people, because we know that parents, teachers, and other citizens working together within the structure of the National Congress can accomplish much more for their children and other children than by working alone.

Successful membership work depends upon well-laid plans, carefully carried to completion. Here are detailed suggestions for a local membership enrollment. These should be helpful to local committees.

Suggestions for Local Membership Chairmen

The achievement of these national objectives depends in large measure on local membership chairmen. Following are some suggestions to help them in their important work:

Early preparation

- Recognize that you have doubtless been selected as membership chairman because of your enthusiasm, willingness, and ability to get along with others.
- Meet early with the membership committee (including the principal; the local unit president; chairman of publicity, program, and hospitality; room representatives; a finance officer; and a student representative if yours is a secondary school) to make plans for the year.

- An invitation to join a parent-teacher organization is an honor. Belonging is a privilege to be cherished. With this privilege goes the responsibility to know and interpret parent-teacher objectives and policies and to participate actively in some part of the program of the organization.

MRS. G. W. LUHR, *Membership Chairman*
National Congress of Parents and Teachers

- Set dates for membership campaign, select slogan and goal, and assign a part to each member of the committee.
- Study the community, and decide on the best method of reaching people (by letter, questionnaire, state bulletin, or all three).

Plan publicity to utilize:

- Posters, newspapers, newsettes, radio slides, skits.
- Talks in classrooms (to room representatives or students).
- Individual calls, either by personal contact or by telephone.
- Membership teas (possibly as a room-mother activity).
- Invitations written by children.
- Charts and graphs reporting daily progress for use in school halls.
- Letter to parents, signed by the local unit president and the principal, to go with membership envelope to all parents, teachers, and others.
- Letter prepared for parents of children enrolling during the year.

Plan contests to stimulate interest.

- Consult with the principal first.
- Cooperate with school regulations.
- Make rules clear and definite.
- Determine awards, and keep them simple.
- Close contests on time, and give awards promptly.

Campaign

- Start on the appointed date, sending out all invitations or letters and envelopes promptly.
- Check returned envelopes for necessary information and amount of money.
- Give or send each paid member a membership card (which is a receipt for annual dues). Attach year's program if ready.
- Use returned envelopes for alphabetical index file of members.
- Make daily collection of dues and deposit with finance officer.
(A large manila envelope to collect and record daily receipts is helpful.)
- Do not burden teachers with collection of dues, and do not exploit children. (Make use here of room mothers or representatives.)
- Keep up charts or graphs in halls.

Dues

- Explain to the membership the use of dues, specifying the amount retained by the association and the per capita

- Check with the treasurer to see that all per capita portions are forwarded *immediately* at the close of the campaign through the channels prescribed in your state.
- Send in all succeeding per capita dues at regular times during the year.
- Send with dues a report such as the following:

Membership information from _____
Parent-Teacher Association _____
Date _____
Amount of dues on enclosed check (or money order) _____
Membership included as follows:
Men _____ Women _____ Total \$ _____
Of these _____ are teachers.

- Make contact through room representatives with those from whom no membership has been received.
- Send thank-you notes to teachers and students who participated.
- Procure names of new parents as they come into the community.
- Contact newcomers and invite them into membership.

- Discourage clans or cliques among members.
- Use talents of each new member on some committee, project, or program.
- Make everyone feel needed and welcome; demonstrate real friendliness. (The social hour is important; a shared cup of tea makes for good fellowship.)
- Help the hospitality committee to make people acquainted with each other.
- Help to make programs of vital interest to all.
- At regular P.T.A. meetings use a membership table where dues can be accepted and questions answered.
- Display exhibits and parent-teacher publications.
- Send programs to absent members.

Your ideas and suggestions.

● Where else but in this great congress can nickels be put to better use or accomplish so much? Membership committees should pass on this information to all parent-teacher members and prospective members.

A new honor has recently come to Mrs. Newton P. Leonard, national president, from Rhode Island College of Education. The school awarded her the honorary degree of doctor of education at its commencement exercises last June. Mrs. Leonard was cited as a friend of public education and her services to children were commended.

OUR 1953 *National Convention* IN Review

THE conestogas were there—small ones to brighten the tables at dinner, a large one to double as information booth—and the old frontier hospitality was very much alive in Oklahoma City. The physical frontiers were gone, of course, but new ones had replaced them—frontiers of service to children and youth, waiting to be taken with boldness and imagination.

The twenty-five hundred delegates who assembled for the convention felt a sense of challenge as they confronted serious problems—juvenile delinquency, group tensions, the plight of the schools—but they matched it with hard work and hard thinking.

● Typical of this approach was **Abram L. Sachar's** speech to the delegates at the vesper service on the eve of the convention. Our problems arise, said the president of Brandeis University, with our growing maturity. We should not retreat from them into some Shangri-La of ease and serenity. We should accept them along with our increased responsibilities.

"In the fever chart of American life," said Dr. Sachar, "the thermometer will never again read 98.6 . . . But I suppose our temperature will reach about 99 or 99.5, a little fever in the body politic to keep us from getting arrogant and complacent, just enough to tell us to watch our national diet, to tell us not to be cocksure, and to prize the sanctions of American life that many of us are prone to take for granted."



● The Oklahoma Congress added a touch of frontier hospitality to their welcome of convention delegates. Representatives of the state congress manned this covered wagon and furnished visitors with local information.

● **Mrs. Newton P. Leonard**, our national president, agreed, in her opening message on Monday, that we have to jog complacency. But parent-teacher members must overcome more than that, she believes, if they are to reach their objectives. When various planks in the legislation program are challenged, "we find ourselves summoned to engage in heavy rearguard action." The National Congress, she remarked, is not immune

to the forces and pressure that are felt throughout the nation.

Mrs. Leonard called for making more information on the schools available to the public and stressed the P.T.A.'s role in creating confidence in our system of public education. Her report was a hopeful one as it described the achievements of the international conference held last November in East Lansing, Michigan, and the progress of construction on our national headquarters in Chicago.

● The speakers following Mrs. Leonard comprised a small Who's Who in educational circles. They held the attention of members who filled the halls of the Municipal Auditorium and the Skirvin Tower throughout six general sessions. Indeed, hotel managers regarded P.T.A. delegates as among the "hardest working" and most attentive of any convention group.

This attitude still left room for a lighter touch—in the assembly singing, the teas and receptions, the informal breakfasts and luncheons. A spirit of conviviality was abroad as groups visited together after the sessions were over for the day. The *National Parent-Teacher* magazine skit, *Every Page a Prize*, presented by Dr. Alice Sowers, climaxed one of those sessions and used humorous incidents to highlight effective methods of magazine promotion.

● The exhibit hall was a popular meeting place, with its giant blow-ups of headquarters construction pictures, and the convention home of the favorite delegate, Johnny O'Tool. Johnny was a life-size manikin composed of Congress publications; he found himself especially in demand for the morning tool shops that were concerned with membership, publications, programs, and publicity.

In Oklahoma City oil wells were everywhere in evidence. But sightseeing waited while members explored other riches—the riches of our parent-teacher heritage.



● Mrs. Newton P. Leonard presides at one of the convention meetings in Oklahoma City. With her are John W. Headley, treasurer; Mrs. Rollin Brown, first vice-president; and Mrs. Russell C. Bickel, secretary.

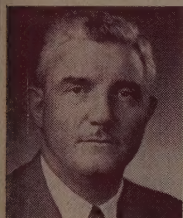
1954 National Convention

Place: Atlantic City, New Jersey

Time: May 24-26, 1954

SPOTLIGHT ON THE SECTION MEETINGS

THIS summary of ideas as they were introduced in the eight section meetings will spotlight for you the main points discussed by speakers and other participants. A fuller account of the meetings will be published this fall in the annual *Proceedings*. The *National Parent-Teacher* magazine will also bring you several of the main speeches.



A. S.
Raubenheimer



Mildred L.
Batchelder

"Children and the Creative Life"

A. S. Raubenheimer, educational vice-president of the University of Southern California, told the delegates that

- Modern youth have rejected the role of passive spectators and are shaping their own lives. They have an awakened interest in visual arts, music, the dance, and crafts.
- Parents should not think of a child as a blank tablet on which facts and other people's ideas are to be inscribed. They should accept the fact that the child is creative and provide him with the most enriching environment.

George D. Butler, director of research for the National Recreation Association, developed the ideas further. Among his comments were these:

- Often parents divorce culture and art from everyday living and encourage a disparaging attitude toward art on the part of the child.
- Parent education can do much to change these negative attitudes.

Melvin W. Barnes, assistant superintendent in charge of instruction in the Oklahoma public schools, suggested:

- Homework should be something that parents and children can work on co-operatively—research projects, for example.

Moderator Mildred L. Batchelder, executive secretary, Division of Libraries for Children and Young People, American Library Association, then reminded the audience:

- There is no conflict between direct experience in the arts and crafts and art appreciation. "I wouldn't like to think of a child learning to write poetry without having the fun of reading poetry with his family and teachers and other children."

"Children and Human Relations"

Robert A. McKibben, superintendent, city work, Division of National Missions of the Methodist Church, New York, introduced the section meeting by saying

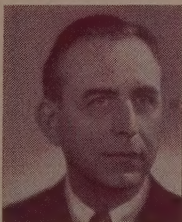
- There is a great need for people to become real participants in developing a community.
- We must develop channels between different cultural groups by means of communication.
- In so doing we must not impose our own standards on others but try to understand their cultural background.

Campbell G. Murphy, executive secretary, Community Welfare Council of Dayton and Montgomery County, Dayton, Ohio, continued:

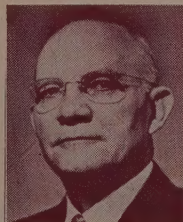
- Many children are different enough from the average or normal so that it is difficult to bring them into conventional organized groups. Specialized service is necessary to meet the needs of these children.

E. W. Aiton, national leader, 4-H and Young Men and Women Programs, Extension Service, U.S. Department of Agriculture, seconded Dr. McKibben's idea that

- Depressed areas should recruit their own leaders rather than outsiders for their youth programs.
- Such leadership may be lacking in polish at first, but it comes from the group itself and can best meet its needs.



Lloyd S.
Michael



Robert A.
McKibben

"The People's Responsibility to Their Schools"

Lawrence G. Derthick, president, American Association of School Administrators, listed the problems confronting American schools:

1. *The national emergency, with its reflection in the teacher shortage and the restriction of building materials.*
2. *The related reduction in state revenue.*
3. *The increased citizen demand for good schools.*
4. *The detrimental effect of school investigations.*
5. *The controversy over the curriculum.*
6. *The need for emphasis on moral and spiritual values in the classroom.*

Edward M. Tuttle, executive secretary, National School Boards Association, added these obstacles that keep local boards of education from doing a good job:

1. *Domination by partisan loyalties.*
2. *A lack of recorded, up-to-date school board policies.*
3. *Excessive attention to the "house-keeping" problems of the schools.*
4. *The abuse of closed sessions.*
5. *The use of standing committees.*
6. *Dependence on a noneducational governmental agency for approval of finances.*
7. *Divided responsibility for educational and business affairs.*

John W. Studebaker, national chairman of School Education, turned his attention to textbooks. He pointed out that

- Books made up only about 2 per cent of the total school budget. Some firms do more business in one day than all seventy textbook companies do in a year.



Lawrence G.
Derthick

- A good textbook serves to help boys and girls think for themselves, distinguish between fact and propaganda, and learn the accomplishments of democracy.

CONVENTION REVIEW • Continued



• A favorite delegate and indispensable guide to the tool shops was Johnny O'Tool and the Congress publications that made him up. Here he is on display in the convention exhibit hall.

"The Tool Shop"

In a typical local unit there are four tool committees: membership, program, Congress publications, and publicity. The convention Tool Shop considered each in turn.

Mrs. G. W. Luhr, national chairman of Membership, said

- We should measure membership not in numbers but in the *extent* of participation. Are many members willing to take a chairmanship or serve on a committee?
- Committees should infuse enthusiasm into their membership invitations and then follow these up with a telephone call, home visit, or letter.

Mrs. L. E. Burr, national chairman of Program, emphasized the value of early planning. She cited an example:

- Fall programs should be mapped out in the spring. This allows time to consult with teachers and schedule next year's meetings with the school administrator.

- Gear the program to the interests of the membership. Then time the meeting carefully to give participants a fair opportunity for presentation.

Mrs. James C. Parker, national chairman of Congress Publications, also stressed the importance of timing. She recommended that

- The greatest emphasis on publications should come between January and March, when elections are being planned.

Mrs. Ralph Hobbs, national chairman of Publicity, suggested that

- Chairmen should use pictures imaginatively, write forcefully and accurately, and develop good public relations with staff members of their daily papers, radio and television personnel, and editors of P.T.A. publications.

"Children in an Age of Anxiety"

Jess S. Hudson, director of curriculum, Tulsa Public Schools, opened his discussion of "Children in an Age of Anxiety" with an observation on the present conflict over curriculum in many schools. He said

- Teachers are asked to confine the curriculum to fundamentals (without having these defined) and at the same time to teach the whole child. They are asked to teach youngsters with I.Q.'s of 50 to 160 in one class, but also to set up norms for each grade that every child must meet.
- Parents and teachers should sit down and resolve these contradictions. Repeatedly Mr. Hudson has found that the three R's are of lesser importance to parents than their children's competence in the area of human relations.

Mary E. Courtenay, former assistant superintendent of schools in charge of special education, Chicago Public Schools, summed up what education



Mrs. L. E.
Burr



Mrs. Ralph
Hobbs



Mrs. James C.
Parker



Mrs. G. W.
Luhr



Julian W.
Smith



Mary E.
Courtenay

means to her in the phrase *growing into strength*. She explained that

- Four cornerstones are necessary to build a fortress of strength in our children: individual integrity; social maturity; emotional stability; and spiritual insight.
- With this preparation a child can face the dangers that beset our society and still find a measure of security.

"Conservation and Our Children's Future"

Julian W. Smith, assistant superintendent for health, physical education, recreation, school camping, and outdoor education, Department of Public Instruction, Lansing, Michigan, touched off the discussion by remarking that

- Everywhere there is a wave of enthusiasm for camping, fishing, hunting, and skiing.
- A healthy civilization cannot long detach itself from the land from which its food, clothing, and shelter come.
- We can develop a system of education in which the community at large is used as a school, and the camp becomes a part of the physical plant.

Joe R. Craw, superintendent of schools, New Castle, Indiana, added

- Informality in the classroom situ-

ation is much to be prized. Teaching out of doors is an excellent plan, but we must first overcome the objections of teachers who were not taught this way and are afraid of the discipline problems it might produce.

John S. Carroll, national chairman of Rural Service, said

- There is an awakened interest among rural groups in camping. At one camp approximately 40 per cent of the patronage is rural.

Mrs. Pearl A. Wanamaker, superintendent of public instruction, Washington, concluded

- To keep our supply of natural resources growing, we need to teach conservation early and well.

"The Parent-Teacher Partnership"

Lloyd S. Michael, principal, Evanston Township High School, Evanston, said that

- The public school should not be made a scapegoat for the shortcomings of other institutions, such as the home, the church, and the community itself.
- The National Congress would do well to set up P.T.A. alumni groups, so that schools might retain the enthusiastic support of these parents after their children have graduated.
- The entire lay public should be involved in the problems of secondary education.

Freda S. Kehm, director, Association for Family Living, Chicago, told the delegates that

- Parents' emotions often stand in the way of cooperation with the teacher. And teachers are also often unaware of their own feelings and need to understand more about the child's family background before judging him.

Mamie Reed, president, Department of Elementary School Principals, remarked that

- It is just as reasonable to ask teachers to attend evening meetings as it is to ask parents.

Mrs. Effie Stanfield, regional director, South Central Region, Department of Classroom Teachers, N.E.A., added that

- School authorities can help teachers to attend by releasing them for meetings and providing substitutes.



• A modern version of the "surrey with the fringe on top" transported the Board of Managers to a courtesy dinner on the campus of the University of Oklahoma. The Oklahoma Congress had the fringe added to oblige members who inquired about that famous carriage. Here, boarding the bus for Norman, are vice-presidents Mrs. R. R. Smith, Mrs. H. H. Hargreaves, and Mrs. James P. Ryan. Host at the dinner was the Oklahoma Congress.

"Juvenile Protection: Problem and Challenge"

Heman G. Stark, director, California Youth Authority, Sacramento, began the section meeting by saying

- Delinquent behavior is one by-product of the change from a rural to an industrial society. Each year thirty-five thousand children are sent to state correctional institutions.

Martha M. Eliot, M.D., Chief, Children's Bureau, Department of Health, Education, and Welfare, stated

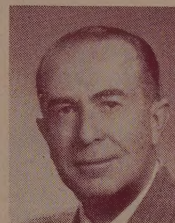
- The word *delinquency* is being discarded as social agencies assume a more positive approach and concentrate on prevention rather than short-term treatment.

Ralph G. Eckert, professor, College of Home Economics, State College of Washington, agreed and added that

- In line with this some schools have replaced truant officers with trained social workers.

Larry W. Fultz, director of training, police department, Houston, said

- In many police departments young



Heman G. Stark

officers with college training are actually seeking assignments in the juvenile division, long looked upon as a Siberia.

Concluding, Mr. Stark called for P.T.A. action in the community to accept the challenge of juvenile protection, bring in expert assistance, and handle problems at the local level.

CONVENTION ASIDES

• Everyone loves a good anecdote, and many of the speakers used this technique to illustrate their talks. Here are a few of the stories that got a good response from the delegates . . .

• When Chief Justice Holmes was a young lawyer, neither prominent nor prosperous but full of promise, three businessmen called upon him once to present a business project. It soon became apparent to the young lawyer that if the project were to succeed, someone was going to have to wink an eye or turn his head aside or ignore some spoken words.

When the discussion ended he sat silent. One of the men, confused by the silence and thinking perhaps that he detected a certain greed, said, "You know, Mr. Holmes, this is going to be a pretty fat melon to carve up, and you'll get your slice too."

Still the young man remained silent. And another, thinking he detected fear in the silence, added, "You know, Mr. Holmes, nobody need know this but just those of us right here. You don't need to be afraid."

Then Holmes rose to his feet, and with fire in his dark gray eyes, answered bluntly. "One person would have to know—the gentleman with whom I must live all my life. And when I can't look him in the face without squirming, I am going to be a very unhappy man."

—Told by *Mary Courtenay* at the section meeting on "Children in an Age of Anxiety"

• An ant was complaining about the rugged existence he was forced to live. He had to work twenty-four hours a day, carrying loads that were bigger than he was uphill and down. He was getting disgusted with his lot. The grasshopper expressed his sympathy. "I know exactly how you feel. Why don't you change yourself into a cockroach? A cockroach can always find a little crumb of food to eat in even the most well-kept kitchen. In the winter he can enjoy the warmth of the kitchen stove, and in the summer the coolness of the basement."

"That," said the ant, "sounds like a good idea. How can I change myself into a cockroach?"

"Well, now," replied the grasshopper, "I've given you the idea. It's up to you to work out the details."

—Told by *Heman G. Stark* at the section meeting on "Juvenile Protection: Problem and Challenge"

• A lion went out into the jungle to intimidate his fellow animals. He came up to a chimpanzee and roared at him: "Who is the mighty king of the jungle?" The chimpanzee got frightened and ran up into a tree, shouting down, "I guess you are, O mighty lion."

Then the lion went roaring up to an antelope. "Who is the mighty King of the jungle?" And the antelope, scampering off, called back, "You are, of course, O mighty lion."

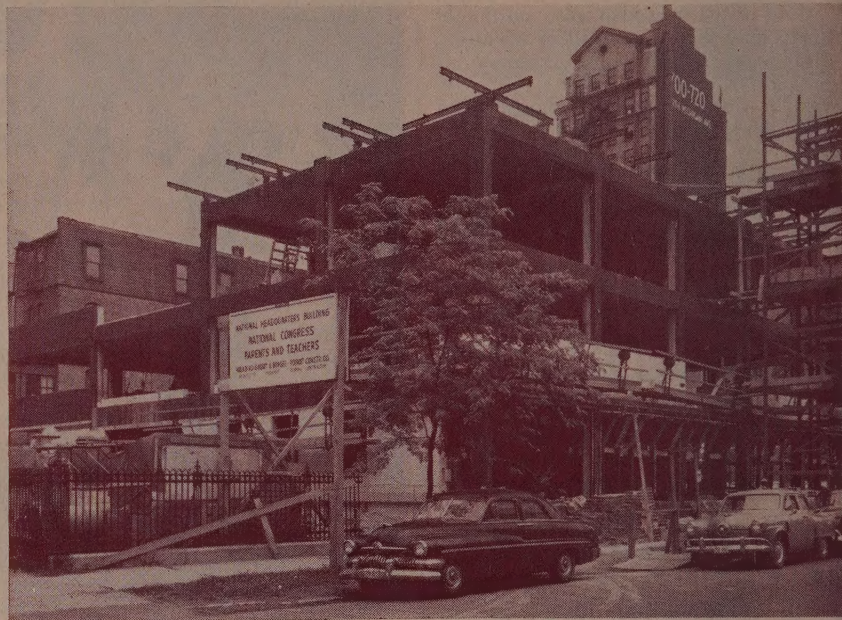
He went from place to place and ended up with a big elephant. "Who is the mighty king of the jungle?" The elephant lifted up the lion, whirled him around, and deposited him in a bush some feet away. With hurt dignity, the lion picked himself up, brushed off his coat, and said, "Just because you don't know the answer, you don't have to lose your temper."

—Told by *Per G. Stensland* at the section meeting on "Children in an Age of Anxiety"

• As one youth said, "We get our parents so late in life that it's impossible to change their habits."

—Quoted by *Lloyd S. Michael* in the section meeting on "The Parent-Teacher Partnership"

We're Getting There!



• A rear and side view of our building as it looked on July 31, 1953.

Give Your New Members an Opportunity To Give to the Building Fund

Dollar Givers

In New York State a husband and wife dipped into their entertainment fund to contribute to headquarters. Here is their explanation: "Enclosed please find two dollars from the two adults in our family to be used toward the headquarters fund. It is our intention to give a similar gift each year until the total amount of money necessary has been raised. We hope that others may follow suit and that the whole amount needed will soon be underwritten if not raised."

"This amount of money represents about the price of three movie tickets—which is really a small contribution over the course of a year for such a magnificent cause that will benefit all our children."

In Honor of a Daughter

Another mother made a contribution in her daughter's name, explaining, "When I made the donation to the headquarters fund in Carol Lynn's name, I felt I was not only honoring my daughter but also all the other children of the nation, past, present, and future (in a small way, of course). I hope many more individuals will so honor their own and other children, as I feel that the National Congress of Parents and Teachers has done a great deal toward bettering the lives of our young people." The donor is Mrs. Joseph Balogh of Gautier, Mississippi.

Footprints from Nevada

The footprints attached are those of an imaginary delegate to the Nevada Congress convention—headed toward headquarters and proudly marking his share in the new building. The cutout, with the inscription "We are footing our bill for national headquarters!" was used as a favor at the state convention last spring. A headquarters skit was also presented, and in the voluntary offering that followed more than fifty dollars was netted, according to Mrs. James P. Ryan, former vice-president, who represented the National Congress at the sessions.



If your association has a surplus in its treasury, why not make another donation to the headquarters fund! Money spent for P.T.A. headquarters is a lasting investment for America's children and youth. Give more to serve more!

50-or-More for THREE YEARS!

SINCE this is the beginning of another year for the *National Parent-Teacher*, it's a good time to review the entrance requirements for those two popular clubs, the Fifty-or-More and the Hundred-or-More. Our membership, though distinguished, is not exclusive; any unit with a total of fifty or more subscriptions to the P.T.A. magazine may qualify—provided it submits the following information:

1. The number of subscriptions forwarded (fifty or more) since April 1, 1953.
2. The date they were sent.
3. The name of the P.T.A.
4. The city and state where located.
5. The name of the unit president.

Fifty-or-More Club members should notify the National Office when their accumulated subscriptions reach one hundred, so that they may transfer to the second club. The names of all associations that are members of these clubs will be posted at the 1954 national convention and will be published in the June/July issue of the *Bulletin*.

MEMBERS FOR THREE YEARS

And now we're proud to introduce those P.T.A.'s that have been members of the Fifty-or-More or the Hundred-or-More Club for the past three years. This unflagging support is the kind that makes the *National Parent-Teacher* a family institution in thousands of American homes.

P.T.A.	City
Robert E. Lee	Birmingham, Ala.
Capitol Heights	Montgomery, Ala.
Chilton	Montgomery, Ala.
Lanier High	Montgomery, Ala.
Austin	Spring Hill, Ala.
University Place	Tuscaloosa, Ala.
Blenman	Tucson, Ariz.
Escanto	Phoenix, Ariz.
Alzheimer	Alzheimer, Ark.
Fairview	Camden, Ark.
Lonoke	Lonoke, Ark.
Goodwin	El Dorado, Ark.
*Edgewater	Denver, Colo.
Janney	Washington, D.C.
Miami Beach Jr.-Sr.	Miami Beach, Fla.
Miami Shores	Miami Shores, Fla.
Northboro	West Palm Beach, Fla.
North Beach Elem.	Miami Beach, Fla.
Morningside	Atlanta, Ga.
Ponce de Leon	Decatur, Ga.
Winship	Macon, Ga.
Geo. W. Adair	Atlanta, Ga.
Lena H. Cox	Atlanta, Ga.

*Edgewater P.T.A. has moved upward into the Hundred-or-More Club since its last entry in the January *Bulletin*. Our apologies for failing to include it in the June-July list of units with at least one hundred subscriptions.

East Lake	Atlanta, Ga.
J. C. Harris	Atlanta, Ga.
S. M. Inman	Atlanta, Ga.
Aliiolani	Honolulu, Hawaii
Hawthorne	Idaho Falls, Idaho
Irving	Centralia, Ill.
Audubon	Chicago, Ill.
Avondale	Chicago, Ill.
Norman Bridge	Chicago, Ill.
Darwin	Chicago, Ill.
Delano	Chicago, Ill.
Ebinger	Chicago, Ill.
Farnsworth	Chicago, Ill.
Fernwood	Chicago, Ill.
Funston	Chicago, Ill.
Gale	Chicago, Ill.
Bret Harte	Chicago, Ill.
Hibbard	Chicago, Ill.
Howland	Chicago, Ill.
Libby	Chicago, Ill.
Mason	Chicago, Ill.
William Penn Nixon	Chicago, Ill.
Norwood Park	Chicago, Ill.
J. M. Palmer	Chicago, Ill.
Parkside	Chicago, Ill.
Peterson	Chicago, Ill.
Portage Park	Chicago, Ill.
Prussing	Chicago, Ill.
Sawyer Avenue	Chicago, Ill.
Schubert	Chicago, Ill.
Graeme Stewart	Chicago, Ill.
Trumbull	Chicago, Ill.
Farragut	Joliet, Ill.
Garrison	Rockford, Ill.
Grant	Rock Island, Ill.
Lincoln	Skokie, Ill.
DuBois	Springfield, Ill.
Hay Edwards	Springfield, Ill.
Madison	Quincy, Ill.



● This display of Congress publications catches the eye of a guest at the Idaho Congress convention. He's J. Fredrick Weltzin, dean of the school of education at the University of Idaho.

Bosse High	Evansville, Ind.
Culver	Evansville, Ind.
Stanley Hall	Evansville, Ind.
Hillcrest	Fort Wayne, Ind.
James H. Smart	Fort Wayne, Ind.
McCulloch	Marion, Ind.
Perkins	Des Moines, Iowa
Longfellow	Iowa City, Iowa
Irving	Waterloo, Iowa
Kingsley	Waterloo, Iowa
Roosevelt	Waterloo, Iowa
Longfellow	Sioux City, Iowa
Lincoln	Dodge City, Kans.
Morgan Elem.	Hutchinson, Kans.
Roosevelt	Hutchinson, Kans.
Quindaro	Kansas City, Kans.
Washington	Parsons, Kans.
Fairmount	Wichita, Kans.
Eugene Field	Wichita, Kans.
Isely	Wichita, Kans.
Willard	Wichita, Kans.
Simpson	Franklin, Ky.

Kinder	Kinder, La.
Bernard Terrace	Baton Rouge, La.
Dundalk	Dundalk (Baltimore), Md.
Brackett	Arlington, Mass.
Brody	Detroit, Mich.
Robert Burns	Detroit, Mich.
Cadillac	Detroit, Mich.
Coolidge	Detroit, Mich.
Duane Doty	Detroit, Mich.
Noble	Detroit, Mich.
Parker	Detroit, Mich.
Alger	Grand Rapids, Mich.
Ford	Highland Park, Mich.
Enoch Jr. High	Jackson, Miss.
Eugene Field	Carthage, Mo.
Centralia	Centralia, Mo.
Nichols	Kansas City, Mo.
Campbell	Springfield, Mo.
Washington	Clinton, Mo.
Randolph	Lincoln, Neb.
Bancroft	Omaha, Neb.
Miller Park	Omaha, Neb.
Monroe	Omaha, Neb.
Washington	Omaha, Neb.
Boulder City	Boulder City, Nev.
Sherbourne	Portsmouth, N. H.
Bernardsville Elem.	Bernardsville, N. J.
Cedar Grove	Cedar Grove, N. J.
Gibbstown	Gibbstown, N. J.
Haddonfield	Haddonfield, N. J.
Longfellow	Pennsauken, N. J.
Merchantville	Merchantville, N. J.
Cherry Hill	River Edge, N. J.
Reuben A. Dake	Rochester, N. Y.
Central Jr. High	Greensboro, N. C.
Lindley Elem.	Greensboro, N. C.
Jackson Park	Kannapolis, N. C.
Rockford St.	Mt. Airy, N. C.
Sherwood Bates	Raleigh, N. C.
Fred A. Olds	Raleigh, N. C.
Edgemont	Rocky Mount, N. C.
Clara Hearne	Roanoke Rapids, N. C.
Graham Elem.	Shelby, N. C.
Fair Grove High	Thomasville, N. C.
Frederick Woodard	Wilson, N. C.
Ardmore Elem.	Winston-Salem, N. C.
Wiley	Winston-Salem, N. C.
Washington	Minot, N. D.
Clarendon	Canton, Ohio
Worthington	Chillicothe, Ohio
Westwood	Cincinnati, Ohio
Linden Elem.	Columbus, Ohio
Kenwood Heights	Springfield, Ohio
Franklin	Ardmore, Okla.
John Burroughs	Tulsa, Okla.
Eliot	Tulsa, Okla.
Alameda	Portland, Ore.
Fernwood	Portland, Ore.
Harding	Erie, Penn.
Jefferson	Erie, Penn.
St. Andrews	Erie, Penn.
Seventh Ward	Lewistown, Penn.
Howe-Mt. Lebanon	Pittsburgh, Penn.
Jackson	York, Penn.
Lincoln	Pottstown, Penn.
Barrows	Cranston, R. I.
Smithfield Avenue	Pawtucket, R. I.
Simmons	Aberdeen, S. D.
Brookings	Brookings, S. D.
Chester	Chester, S. D.
Whittier	Mitchell, S. D.
Lincoln	Sioux Falls, S. D.
South Sioux	Sioux Falls, S. D.
Mark Twain	Sioux Falls, S. D.
Jackson	Kingsport, Tenn.
Lincoln	Kingsport, Tenn.
Idlewild	Memphis, Tenn.
El Campo	El Campo, Texas
Hawthorne	Salt Lake City, Utah
Highland Park	Salt Lake City, Utah
Blackstone	Blackstone, Va.
John Marshall and Ann St.	Portsmouth, Va.
Washington Grade	Bellingham, Wash.
McCleary	McCleary, Wash.
Burdge	Beloit, Wis.
Randall	Eau Claire, Wis.
McCormick Jr. High	Cheyenne, Wyo.

American Education Week

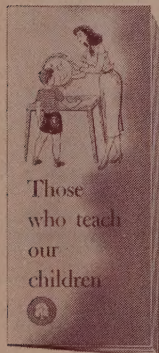
November 8-14

• Each day in our crowded calendar has its special identity—sometimes a multiple one. Some leave behind them the memory of a slogan or the recollection of a holiday pleasantly spent. The seven days dedicated to American Education Week, November 8-14, are different from both of these.

First, American Education Week provides more than a slogan. It provides the opportunity for a unique observance. This second week in November is the signal for an open house in America's classrooms. Twelve million persons are expected to accept the schools' invitation to visit and observe the schools at work.

Second, American Education Week offers not a vacation, but a rededication to responsibilities. Its four sponsoring organizations, the National Education Association, the American Legion, the U.S. Office of Education, and the National Congress of Parents and Teachers, have pledged themselves to inform the public "of the accomplishments and needs of the public schools and to secure the co-operation and support of the public in meeting these needs."

Coming in the midst of the school year, it gives parents a chance to flex their vision—from the short range of immediate school problems to the long range of educational goals and values. Some of the daily topics that accent the general theme "Good Schools Are Your Responsibility" are "Moral and Spiritual Foundations," "Preparing for Loyal Citizenship," and "Your Child's Teachers." This last has inspired the National Congress pamphlet *Those Who Teach Our*



Children, sufficient copies of which have been provided to supply one free to each of our 38,500 local associations, 50,000 for use in AEW packets, and an additional quantity for general distribution.

MAGAZINE MEMOS

• "Middle-aged space cadet"—that's Paul Jones's name for the father who thinks he can beat traffic in record time because he's "experienced" but howls over the similar hot-rod driving of his son. We have to give up this double standard, says Mr. Jones, director of public information for the National Safety Council, or else our traffic deaths will go on mounting and our safety campaign will come to naught. If you really want your child to drive safely, take the six-point test outlined in Paul Jones's hard-hitting article on driver safety. It's in the September issue of the *National Parent-Teacher*.

* * *

• **Caricature of the infant.** Irma Simonon Black, who writes "Are We Spoiling Our Children?" for the September issue, would be the first to admit that "spoiled" is a much-abused word. Yet it can be applied with justice to the child who has never learned the pleasures of sharing or the satisfactions of successfully discharged responsibilities. He retains the personality traits of the infant, whose only law is his momentary whim. Miss Black, director of publications for the Bank Street College of Education, retraces the steps that lead to spoiling and offers some cautionary help to parents. Be sure to read this important article.

* * *

• **Closeup of adolescents.** The teen-ager who is "no trouble at all" to his parents because of his quiet, undemanding behavior may be lagging behind more rambunctious youth in his efforts to grow up. Of course, says Dr. J. Roswell Gallagher, assistant professor of pediatrics at Harvard Medical School, adolescent behavior can take a variety of forms, but it's a period marked by rapid physical changes and numerous emotional challenges. We must help youth to believe in their own normality. "Is This a Time of Conflict?" in the September issue re-examines the difficulties that teen-agers face and in the process gives parents the moral support they need too.

* * *

• **Back among us** for the coming year are several old favorites: William D. Boutwell, on hand to conduct "What's Happening in Education?"; Bonaro W. Overstreet, who starts a new series, "The Inner Resource"; and leaders of the study course guides, Ruth Strang, Bess Goodykoontz, and Ralph H. Ojemann. This year the preschool and school-age programs will be combined for greater effectiveness, but each will have its separate study guide. In this month's issue Mr. Boutwell answers a heated question on school expenses, and Mrs. Overstreet explores the sources of man's emotional strength.

THE PRESIDENT'S PIN

PRESIDENTS of local units, councils, and districts may soon wear a special membership pin designed expressly for their use *while in office*. For women presidents, a small gavel will be attached to the pin; for men presidents, the gavel will be part of the pin itself.

When their term of office is completed, these officers are entitled to wear the past president's pin—a membership pin with a bar. Additional bars may be attached to designate the number of local units, councils, or districts in which the president has served.

The Executive Committee decided on the creation of the new pin for presidents in office at its meeting July 14. The past president's pin has been in use for many years. State congresses that have developed their own plans for officers' pins are free to continue as they have been doing.

By the end of September the L. G. Balfour Company of Attleboro, Massachusetts (the company authorized to manufacture National Congress jewelry), will be ready to accept orders for these new pins. Further information needed for placing orders will be released from the National Office.

CITIZENSHIP DAY

September 17

July 4, as everyone knows, commemorates the signing of the Declaration of Independence. But how many know the comparable date that marks the signing of the Constitution? It's September 17 and coincides with the second annual observance this year of Citizenship Day. Where activities are already planned by the school or community groups, the P.T.A. can join in to make this an outstanding observance. In other areas the P.T.A. can take the lead in arranging special programs. Citizenship Day is a holiday of significance in its own right. Celebrating it is a fine way to usher in the new school term.